

ESEA FOR LEAs

A series of horizontal lines in teal and light blue colors, with varying lengths and offsets, creating a modern, layered effect across the width of the slide.

Cycle 4 Monitoring

Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk

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Academic Achievement Division

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Expectations for Federal Compliance

Although LEAs are expected to be in compliance with the designated cycle monitoring for the current school year, the LEA is expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

Cycle 4

What is it?

- On-Site Monitoring

What is monitored?

- All Items Under Cycle 1, 2, 3, and 6
- Migrant Education Program (Separate Slide Presentation)
- Johnson-O'Malley
- LEA Continuous Improvement Plan
- Title I-A and Title II-A Fiscal Requirements

Who is responsible to monitor?

- ADE Title I Specialists

C4-01: Statement of Assurance

Compliance Indicator

- ✓ Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence into the file cabinet.

2010 - 2011 ESEA Programmatic Monitoring Statement of Assurance		Cycle 4
<p>An LEA participating in the <i>Elementary and Secondary Education Act</i> is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.</p> <p>Submission of the Cycle 4 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.</p> <p>Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:</p>		
<input type="checkbox"/> Title I Paraprofessionals with Supervisors	<input type="checkbox"/> Procedures for Developing/Reviewing the LEA Continuous Improvement Plan	
<input type="checkbox"/> 4 Week Letter	<input type="checkbox"/> Summary of Needs Assessment for LEA Continuous Improvement Plan	
<input type="checkbox"/> Parents Right to Know Notice	<input type="checkbox"/> Private School Equitable Participation	
<input type="checkbox"/> Teacher Vacancy List	<input type="checkbox"/> Procedures for Services to Private Schools	
<input type="checkbox"/> Principal Attestation Forms	<input type="checkbox"/> List of Private Schools Within Boundaries	
<input type="checkbox"/> Hiring Procedures for Teachers and Paraprofessionals	<input type="checkbox"/> Private School Consultation Summary	
<input type="checkbox"/> Schoolwide Plan(s)	<input type="checkbox"/> Comparability Document Retention	
<input type="checkbox"/> Schoolwide Principal Input Form	<input type="checkbox"/> Comparability Procedures	
<input type="checkbox"/> Summary of Schoolwide Planning Meetings	<input type="checkbox"/> Comparability Reallocation Documents	
<input type="checkbox"/> Targeted Assistance Principal Input Form	<input type="checkbox"/> Comparability Workbook	
<input type="checkbox"/> Targeted Assistance Selection Criteria (PK-2)	<input type="checkbox"/> Poverty Measure Used/Procedures to Determine Accuracy of Data	
<input type="checkbox"/> Targeted Assistance Selection Criteria (3-12)	<input type="checkbox"/> Time and Effort Logs	
<input type="checkbox"/> Targeted Assistance Title I Teacher Input Form	<input type="checkbox"/> Supplement/Supplant Procedures	
<input type="checkbox"/> Targeted Assistance Title I Teacher List	<input type="checkbox"/> Title I Fiscal	
<input type="checkbox"/> Public School Choice Options	<input type="checkbox"/> Title II Fiscal	

ESEA Cycle 4 Monitoring 3/21/10

Upload this Signed document into ALEAT

C4-01: Statement of Assurance

Check all the items that pertain to your LEA .

Enter the following information on Page 2:

- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

<input type="checkbox"/> Schoolwide Principal Input Form	<input type="checkbox"/> Comparability Procedures
<input type="checkbox"/> Summary of Schoolwide Planning Meetings	<input type="checkbox"/> Comparability Reallocation Documents
<input type="checkbox"/> Targeted Assistance Principal Input Form	<input type="checkbox"/> Comparability Workbook
<input type="checkbox"/> Targeted Assistance Selection Criteria (PK-2)	<input type="checkbox"/> Poverty Measure Used/Procedures to Determine Accuracy of Data
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<input type="checkbox"/> Targeted Assistance Title I Teacher List	<input type="checkbox"/> Title I Fiscal
<input type="checkbox"/> Public School Choice Options	<input type="checkbox"/> Title II Fiscal

Homeless Education

C4-02: Duties of LEA Homeless Liaison

- *HCY Public Notice of Locations*
- *Staff Training of Homeless – agenda/sign-in sheets*

C4-03: HCY Policy

- *Homeless Education Dispute Process*
- *Homeless Education Policy*

C4-04: Services for HCY

HCY Reservation of Funds

C4-02: Duties of Homeless Education Liaison

Compliance Indicator

- Identifies and enrolls students in school.
- Arranges for students to receive free educational services.
- Informs parents of educational and related opportunities and transportation services.
- Trains all staff of HCY policy and procedures (state requirement).

Location of public notice of the educational rights of HCY

Directions:
Complete the following information: list the kind of notice that was posted; where and when it was posted and by whom.

Type of Notice	Location	Date Posted	Who Posted

CTDS

LEA

Date

Homeless Liaison (print)

Signature

Location of Public Notice for HCY 2010

Upload in LEA File Cabinet in ALEAT

C4-02: Duties of Homeless Education Liaison

Enter the following information:

- Type of Notice
- Location
- Date Posted
- Who Posted the Information

Enter the following information:

- CTDS #
- LEA Name
- Date
- Homeless Liaison (print)
- Signature

Location of public notice of the educational rights of HCY

Directions:

Complete the following information: list the kind of notice that was posted; where and when it was posted and by whom.

Type of Notice	Location	Date Posted	Who Posted
→			



CTDS

LEA

Date

Homeless Liaison (print)

Signature

Location of Public Notice for HCY 2010

Upload in LEA File Cabinet in ALEAT

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

C4-03: HCY Policy

Compliance Indicator

Policy must ensure the following:

- ✓ Homeless students are not segregated or stigmatized.
- ✓ Immediately identified and enrolled
- ✓ Receive transportation if needed to and from the school
- ✓ Removes all barriers to the enrollment and retention of homeless students.

Documentation:

- *Homeless Education Dispute Resolution Procedure*
- *Homeless Education Policy*

C4-03: HCY Policy

Homeless Education Dispute Procedure

- ✓ HCY are enrolled in school of choice until dispute is settled.
- ✓ LEA delivers a decision in writing to the family of the HCY.
- ✓ The parents of the HCY are notified of their right to appeal to the state level.

ABC School **Education of Homeless Children and Youth** **Dispute Resolution Process**

This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. **ABC School** will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

The child, youth, parent, or guardian shall be referred to **ABC School's** Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For **ABC School**, that process involves:

- A) Who – Who will the decision-makers be?**
- B) What – What will they do in order to come to a decision? Meet? Review what? Investigate?**
- C) When – What is the timeline? A decision will be made within how many days from learning of the dispute?**

ABC School shall provide the parent, guardian, or homeless youth with:

- 1) a written explanation of the school's decision regarding school selection or enrollment; and
- 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

C4-03: HCY Policy

You may use this document as a template for your Homeless Education Dispute Process.

Remember to enter your LEA's name wherever it says *ABC School* in the template.

Be sure to list the following involved in the process:

- A) *Who -- Who will the decision-makers be?*
- B) *What -- What will they do in order to come to a decision?*
- C) *When -- What is the timeline? A decision will be made within how many days from learning of the dispute?*

→ *ABC School*
Education of Homeless Children and Youth
Dispute Resolution Process

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(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

C4-04: Services for HCY

Enter the following information:

- CTDS #
- LEA Name
- Date
- Person Completing the Form
- E-Mail Address
- Phone Number

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison. This should explain how funding set-aside for homeless students and related services are used.

Check the box of each item that were provided to McKinney-Vento students and indicate the approximate number of students who benefitted from that service.

Suggested uses continue onto a second page.

Education of Homeless Children and Youth (HCY)
Reservation of Funds (Homeless Set-Aside)

CTDS _____ LEA _____ Date _____

Person Completing Form _____ Email address _____ Phone _____

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison.

Below box suggest

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

To provide educationally related support services to children in shelters and other residential locations. Number of Students that Benefitted: _____

To support extended-day and summer activities. Number of Students that Benefitted: _____

To provide tutoring or supplemental instruction to students at risk of school failure. Number of Students that Benefitted: _____

To provide school supplies or supplies for special school projects (art, home economics, science, etc.) Number of Students that Benefitted: _____

To provide school uniforms or specialized clothing for participation in school activities. Number of Students that Benefitted: _____

To pay fees required for participation in school activities (field trips, snacks). Number of Students that Benefitted: _____

To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. Number of Students that Benefitted: _____

To support parent involvement activities to assist parents in homeless situations. Number of Students that Benefitted: _____

Continued on Next Page

HCY Reservation of Funds 8/2010 Upload into ALEAT Filing Cabinet

C4-05: Indian Education Committee

Compliance Indicator

An Indian Education Committee (IEC) elected from among the parents of eligible Indian students is vested with the authority to participate in the planning, development, implementation and evaluation of all programs under this contract.

- ✓ Does the LEA involve the IEC in the planning, implementation and evaluation of the LEAs JOM programs?
- ✓ Does the LEA ensure that all IEC committee members are parents of eligible Indian students attending school in the LEA?
- ✓ Does the LEA determine students eligibility for the JOM program and maintain an annual student count file that includes the following information:
 - 1) Registration forms which include identification of American Indian Students;
 - 2) JOM 305 Form;
 - 3) JOM student eligibility verification; and
 - 4) Annual student count file?

C4-06: JOM Program

Compliance Indicator

The LEA implements a program to meet the needs of Indian students.

- ✓ Did the LEA conduct a needs assessment of Indian students that included:
 1. Student assessment data;
 2. Instructional needs; and/or
 3. Non-instructional needs?
- ✓ Did the LEA provide services to Indian students based on their needs that include:
 1. Instructional services;
 2. Summer school program;
 3. After school program;
 4. Tutoring; and/or
 5. Non-instructional services?
- ✓ Did the LEA conduct an annual evaluation of the JOM program including:
 1. Review of goals and objectives;
 2. Program evaluation data;
 3. Student assessment data; and/or
 4. Non-instructional services?

C4-07: LEA Continuous Improvement Plan

Compliance Indicator

The LEA has procedures in place to develop a plan that includes the following:

- ✓ Describes student needs
- ✓ Contains measurable academic and non-academic goals.
- ✓ Resources for meeting these goals
- ✓ Parent involvement requirements
- ✓ Support for instruction
- ✓ Highly qualified staff goals
- ✓ Professional development plans
- ✓ Safe, drug free, and conducive to learning goals
- ✓ Proficiency in English for ELLs goals
- ✓ High school graduation (attendance) goals
- ✓ Strategies to coordinate with other districts, schools, agencies and groups
- ✓ Accountability and assessment information

C4-07: LEA Continuous Improvement Plan

Compliance Indicator

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- ✓ Proficiency in English for ELLs goals
- ✓ High school graduation (attendance) goals
- ✓ Strategies to coordinate with other districts, schools, agencies and groups
- ✓ Accountability and assessment information

C4-07: LEA Continuous Improvement Plan

Compliance Indicator

- Do the procedures describe how the LEA, in consultation with teachers, principals, administrators, and parents, designs and develops the agency's plan?
- These procedures should include how and when the agency conducts a comprehensive needs assessment of:
 1. Student data, which may include AIMS data, progress monitoring assessments, student work samples, attendance, discipline referrals, graduation rates, etc..
 2. Scientifically-based research/practices with similar populations
 3. Schools with regard to safe and drug-free environments conducive to learning
 4. Professional development needs of educators, which may include Highly Qualified Teacher Report, teacher working conditions survey, National Staff Development Council Professional Development Survey (SAI), teacher evaluations, walk-through observations, lesson plans, logs, etc.
 5. Parents in order to increase the effectiveness of parental involvement activities
 6. Schools with regard to ensuring that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers

C4-07: LEA Continuous Improvement Plan

Compliance Indicator

- Do the procedures include when and how the LEA, in consultation with teachers, principals, administrator, and parents, incorporates identified needs into a plan (ALEAT) that includes SMART goals for:
 1. Student learning goals based on analysis of data
 2. Educator professional development goals that align to student learning goals
 3. Professional development activities aligned with the National Staff Development Standards
 4. Activities to increase parental involvement in the decision making processes of the LEA to improve the educational quality of the agency's schools

C4-07: LEA Continuous Improvement Plan

Compliance Indicator

- Do the procedures describe how the LEA, in consultation with teachers, principals, administrators, and parents, updates the plan, to include how and when the agency evaluates the:
 1. Progress toward stated goals
 2. The impact of the job-embedded professional development models on student learning; and
 3. Effectiveness of the parental involvement activities

C4-07: LEA Continuous Improvement Plan

The LEA's Continuous Improvement Plan inside ALEAT should include SMART goals, strategies, and action steps for the following:

- 1a) *Academic Achievement in Reading*
- b) *Academic Achievement in Math*
- 2) *Equitable Distribution of Teacher Effectiveness*
- 3) *Proficiency in English for ELL Students*
- 4) *Safe and Drug Free Schools Conducive to Learning*
- 5) *High School Graduation*
- 6) *Parent Involvement*
- 7) *Technology Literacy*

All LEAs receiving Title I funding must complete the Continuous Improvement Plan inside ALEAT

SCORING SUMMARY SHEET

Standard 1: LEA LEADERSHIP

The LEA and school leadership focuses on high expectations of student achievement and continuous improvement of instruction.

Indicators

		Exceeds the Standard	Meets the Standard	Approaches the Standard	Falls Far Below the Standard
		4	3	2	1
L1A	The LEA has developed a shared philosophy, vision, and mission statement that focuses on high expectations of success for all students; and is communicated to key stakeholders.	4	3	2	1
L1B	The LEA actively communicates the shared philosophy, vision, and mission in multiple and varied ways to staff, students, parents, and community.	4	3	2	1
L1C	The LEA aligns most programs and activities to the philosophy, vision, and mission statement of high expectations of success for all students.	4	3	2	1
L2A	The LEA has a systematic improvement planning process, involving stakeholders.	4	3	2	1
L2B	The LEA Improvement Plan is communicated to most stakeholders.	4	3	2	1
L2C	The LEA Improvement Plan includes SMART goals that reflect high expectations of success for most students.	4	3	2	1
L3A	The LEA's policies and practices reflect a culture of commitment to continuous improvement.	4	3	2	1
L3B	The LEA uses effective instructional leadership strategies to increase student achievement and learning.	4	3	2	1
L4	The LEA's policies and practices promote equity in student learning.	4	3	2	1
L5	The LEA leaders understand and implement strategies for improvement of instruction.	4	3	2	1
L6	The LEA provides a clearly defined supervisory process that focuses directly on increasing student achievement.	4	3	2	1

September 2011

The ***Standards and Rubrics for LEA Improvement*** contain scoring sheets for each LEA Improvement domain where responses can be recorded.

Migrant Education Program (MEP)

Review separate

Cycle 4 monitoring

Migrant Education Program

presentation for

policies and procedures related to

items C4-08 through C4-16.

C4-17: Participation of Children in Private Schools

Compliance Indicator

- The LEA has procedures in place to ensure timely and meaningful consultation with appropriate private school officials in order to design services for eligible children that address their needs, and to ensure that teachers and families of the children participate, on an equitable basis, in services and activities including professional development and parental involvement.

Documentation

- *Equitable Participation*
- *List of Private Schools Within Boundaries of LEA*
- *Private School Consultation Summary*
- *Procedures for Services to Private School Students*

C4-17: Participation of Children in Private Schools

Meetings with participating private schools must be documented and uploaded under C4-17.

Procedures should address the following:

- Data to be used to determine the number of low-income families in participating school attendance areas who attend private schools.
- How and when the LEA, in consultation with private schools, will make decisions about the delivery of services including assigning an HQ teacher for these services.
- How children's needs will be identified
- What services will be offered
- How the LEA will provide professional development to Title I teachers
- How the services will be academically assessed and how the results will be used to improve services
- The proportion of funds to be allocated for services
- How the LEA will provide written analysis in case of a dispute

Sample Agenda for Consultation Meeting

Sample Agendas for Consultation Meetings Throughout the School Year

Agenda for early winter meetings (typically in December or January) in preparation for the next school year

1. Welcome and introduction.
2. Overview of Title I program.
3. Options for service providers: the LEA or a third-party.
4. Discussion on the collection of poverty data: What is available from private schools? Is the survey with extrapolation a possibility? Should the LEA consider proportionality?
5. Discussion on possible program designs: Should it be a pullout program or a before or after school program? Which grade levels and what academic subjects should the Title I program encompass? Do the private school officials have space in their schools for the LEA to provide Title I services?

Agenda for late winter or early spring meetings (typically in February or March)

1. Review of poverty data collected and the estimated amount of funds available for services. Decide if pooling option will be used.
2. Determination of the multiple, educationally related and objective criteria used to select eligible children who reside in Title I public school attendance areas.
3. Review of options for service providers.
4. Plan a program design workshop for private school principals and LEA instructional specialists.
5. Discuss how the Title I program will be evaluated: What standards and assessment will be used? What will be annual progress and what percentage of participants must meet that progress in order for the program to be effective.
6. Establish the date that Title I services will start.
7. Discuss the professional development needs of the private school teachers of Title I participants based on the most recent student assessment data.
8. Discuss the needs of the parents of participants: How can parents better support their children's instruction?

Agenda for late spring meetings (typically in April or May)

1. Finalize the designs of the Title I programs—ensure materials have been ordered, LEA personnel who are providing Title I services are in place, and service start date is firm.
2. Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.

C4-17: Participation of Children in Private Schools

LEAs must design a program that permits equitable participation for private school students.

Private School Equitable Participation Template

Describe the following:

- Assess, address, and evaluate the needs and progress of both groups of students, teachers, and families in the same manner,
- Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.
- Spend an equal amount of funds per student to serve public and private school children and teachers and families.
- Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.
- Offer services that are secular, neutral, and non-ideological.

Describe how your LEA designed a program that permits equitable participation.

Equitable Participation	Description
Assess, address, and evaluate the needs and progress of both groups of students, teachers and families in the same manner.	
Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.	
Spend an equal amount of funds per student to serve public and private school children and teachers and families.	
Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.	
Offer services that are secular, neutral, and non-ideological.	

LEA Title I

Parent Involvement Policy

- Develop jointly with, agree on with and distribute to parents.
- Incorporate the policy into the Continuous Improvement Plan.
- Coordinates and integrates parental involvement strategies under Title I with other programs.
- Involves parents in the activities of the LEA and Title I schools.

C4-18: LEA Parent Involvement Policy

Compliance Indicator

- Parents are involved in the development, implementation, support, and annual evaluation of the policy.
- Distribute a written version of the policy in an understandable, uniform format and in a language parents can understand.

Evaluation of Effectiveness of LEA Parental Involvement Policy

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

C4-18: LEA Parent Involvement Policy

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

Focused Questions

- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

Suggested Criteria for Evaluation

- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities.

Evaluation of Effectiveness of LEA Parental Involvement Policy

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4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

C4-18: LEA Parent Involvement Policy

Part II. Description of How District Will Implement Required District Wide Parental Involvement Policy Components

List actions and activities for the following:

1. How the LEA involves parents in the joint development of the LEA parent involvement plan. ([Section 1112, ESEA](#))
2. How the LEA involves parents in the process of school review and improvement ([Section 1116, ESEA](#))
3. How the LEA provides the necessary coordination, technical assistance, and other support to Title I schools in planning and implementing effective parental involvement activities.
4. How the LEA will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I Schools.

Enter the name of the LEA wherever it indicates **name of the school district.**

Sample Template of Parent Involvement Policy

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I **GENERAL EXPECTATIONS (Sample Template)**

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance

C4-18: LEA Parent Involvement Policy

Sample Template of Parent Involvement Policy

Part III. Discretionary District Wide Parental Involvement Policy Components

The District Wide Parental Involvement Policy may list and describe other discretionary activities LEA, **in consultation with its parents**, that build parents' capacity for involvement in the school and school system to support academic achievement.

Examples:

- Involving parents in the development of training for staff to improve effectiveness
- Providing necessary literacy training for parents
- Training parents to enhance the involvement of other parents
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement
- Providing other support for parental involvement activities under **Section 1118** as parents may request

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State

Part IV. Adoption

Sign, date, and distribute to all parents in a language they can understand.

policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance

C4-18: LEA Parent Involvement Policy

Strategies for 6 Types of Parental Involvement

Six Types of Parental Involvement

- **Communicating-** Communication between home and school is regular, two-way and meaningful.
- **Parenting** - Helping families understand the growth and develop of their children
- **Learning at Home** - Parents play an integral role in assisting student learning.
- **Volunteering** - Parents are welcome in the school, and their support and assistance is sought.
- **Decision Making and Advocacy** - Parents are full partners in the decisions that affect children and families.
- **Collaborating with Community** - Community Resources are used to strengthen schools, families, and student learning.

STRATEGIES FOR 6 TYPES OF PARENTAL INVOLVEMENT

- Communicating- communication between home and school is regular, two-way and meaningful.
- Parenting- Helping families understand the growth and develop of their children
- Learning at Home - Parents play an integral role in assisting student learning.
- Volunteering- Parents are welcome in the school, and their support and assistance is sought.
- Decision Making and Advocacy- Parents are full partners in the decisions that affect children and families.
- Collaborating with community- community Resources are used to strengthen schools, families, and student learning.

Strategy 1: *Communication between home and school is regular, two-way and meaningful*

Possible Action Steps to use:

1. A variety of communication tools will be used on a regular basis, in order to facilitate two-way interaction through each type of medium used i.e. newsletters, progress reports, e-mail, web news, etc.
2. Opportunities will be established for parents and educators to share partnering information such as students' strengths and learning styles and preferences, through the PTSO organization.
3. Report cards and regular progress reports will be mailed to parents. Support services and follow-up conferences will be scheduled as needed.
4. Information on school reforms, policies, discipline procedures, assessment tools and school goals will be disseminated.
5. Conferences with parents will be scheduled at least twice a year, with follow-up as needed. These will be scheduled to accommodate the varied schedules of parents, language barriers, and the need for child care.
6. Immediate contact between parents and teachers will be encouraged when concerns arise.
7. Verbal or written translations will be conducted to the fullest extent possible for non-English speaking parents.
8. Communication with parents will be done regarding positive student behavior and achievement, not just regarding misbehavior or failure.
9. Opportunities will be provided for parents to communicate with the principal and other administrators.
10. Informal activities will be created at which parents, staff and community members can interact.
11. Staff development will be conducted regarding effective communication techniques and the importance of regular two-way communication

Use this guide when creating the action steps of the LEA Parent Involvement Policy.

Title I-A Fiscal Requirements

- C4-19: Comparability of Service
- C4-20: Maintenance of Effort
- C4-21: Poverty Data
- C4-22: Poverty Measure
- C2-23: Supplement Not Supplant
- C4-24: Title I-A Expenditures

C4-19: Comparability of Service

Compliance Indicator

- An LEA may receive Title I, Part A funds only if it uses State and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.

Documentation

- *Comparability Document Retention*
- *Comparability Procedures*
- *Comparability Reallocation Documents*
- *Comparability Workbook*

C4-19: Comparability of Service

Compliance Indicator

- All LEAs receiving Title I funds must have written procedures for determining comparability of services. Procedures will have sufficient detail to show a year-round effort to use comparable state and local funds at all schools and provide instructions to new staff.

Documentation

- *Comparability Document Retention*
- *Comparability Procedures*
- *Comparability Reallocation Documents*
- *Comparability Workbook*

C4-19: Comparability of Service

Non-Exempt LEAs must do the following:

- Establish a yearly timeline for demonstrating compliance. The timeline should incorporate a date for testing equivalence in real dollars and/or staffing, reallocating resources, retaining documents, and reviewing the procedure itself. (See page 2)
- Identify the position or individual responsible for making and documenting the calculations.
- Choose and describe the method(s) used to determine whether schools are comparable. Explain how federal resources will be excluded from the calculation.
- Prescribe a method and remedy to make resource adjustments when schools are not comparable.

Exempt LEAs

Procedures for exempt LEAs and LEAs with total exclusions should have a yearly timeline for submitting the Assurance of Comparability, retaining documents and reviewing the procedure for changes in exempt or excluded status.

Review this document under C4-19.

ARIZONA DEPARTMENT OF EDUCATION - WRITTEN COMPARABILITY PROCEDURES

All LEAs receiving Title I funds, *including ones that are exempt or excluded, must have written procedures*. Procedures will have sufficient detail to show a year-round effort to use comparable State and local funds at all schools and provide instructions to new staff. Procedures may be promulgated by school administrators.

NON-EXEMPT LEAs must –

- Establish a yearly timeline for demonstrating compliance. The timeline should incorporate a date for testing equivalence in real dollars and/or staffing, reallocating resources, retaining documents, and reviewing the procedure itself. (See page 2)
- Identify the position or individual responsible for making and documenting the calculations.
- Choose and describe the method(s) used to determine whether schools are comparable. Explain how federal resources will be excluded from the calculation.
- Prescribe a method and remedy to make resource adjustments when schools are not comparable.

EXEMPT LEAs

Procedures for exempt LEAs and LEAs with total exclusions should have a yearly timeline for submitting the Assurance of Comparability, retaining documents and reviewing the procedure for changes in exempt or excluded status.

**** IMPORTANT ****

There is NO exemption or exclusion from the Written Procedures requirement or from submitting an Assurance of Comparability by the due date.

All LEAs receiving Title I funds, including ones that are exempt or excluded, must have written procedures. There is NO exemption or exclusion from the Written Procedures requirement or from submitting an Assurance of Comparability by the due date.

C4-19: Comparability of Service

August-September

- Obtain preliminary information from appropriate LEA staff.
- Identify LEA Title I and non-Title I schools.
- Identify data collection method(s) and timeline for gathering data needed to complete calculations.

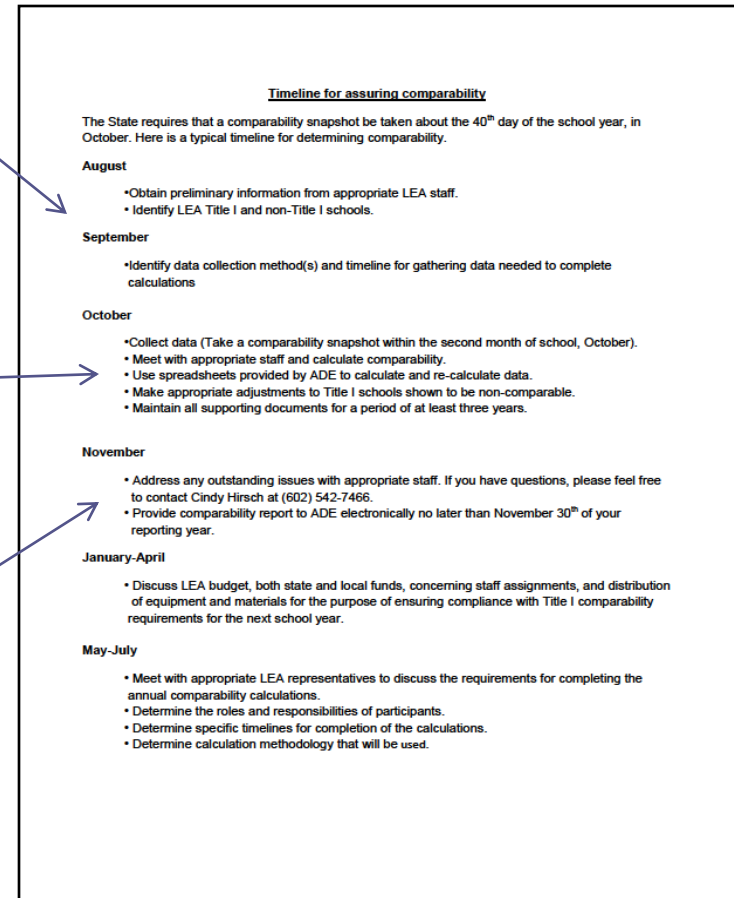
October

- The State requires that a comparability snapshot be taken about the **40th day of the school year**, in October.
- Maintain all supporting documents for a period of at least 3 years.

November

- Address any outstanding issues with appropriate staff. If you have questions, please feel free to contact Cindy Hirsch at (602) 542-7466.
- Provide comparability report to ADE electronically **no later than November 30th** of your reporting year.

Sample Timeline for Assuring Comparability



Review this document regarding planning.

C4-20: Maintenance of Effort

Compliance Indicator

- Section 9521 provides that an LEA may receive funds under Title I, Part A for any fiscal year only if the LEA maintains effort from one year to the next.
- Determined by the ADE.

Documentation

- *Failure to Maintain Effort*

***This is for LEAs who have failed to maintain effort.
If this does not apply to your LEA,
indicate “Not Monitored”.***

C4-21: Poverty Data

Compliance Indicator

- The LEA shall ensure that the data used in determining the poverty levels for each of the schools is accurate.
- Data
 - Date information provided
 - Income of family
 - Determination status
 - Student name
 - Number of family members
 - Signatures

Documentation

- *Procedures for Determining Accuracy of Poverty Data*

C4-22: Poverty Measure

Compliance Indicator

- The LEA uses the same measure of poverty to identify eligible school attendance areas, to determine the ranking of each area, and to determine allocations to each school area based on the number of children in poverty ages 5 through 17.
- The LEA may use one or more of the following indicators:
 - most recent census data
 - the number of children eligible for free and reduced priced lunches under the richard b. russell national school lunch act
 - the number of children in families receiving assistance under the state program funded under the social security act
 - the number of children eligible to receive medical assistance under medicaid
 - a composite of such indicators

Documentation

- *Poverty Measure Used*

C4-23: Supplement Not Supplant

Compliance Indicator

- Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local education funds. An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant--i.e., take the place of--funds from non-Federal sources.

Documentation

- *Procedures Supplement/Supplant*
- *Time and Effort Log*

C4-23: Supplement Not Supplant

Guidelines for Supplement vs. Supplant

Procedures must include the following:

- How an employee requests the purchase of personnel/supplies/services
- The individual responsible for reviewing requests for expenditures to verify the request is appropriate and have not been paid out of local district funds in the past
- The individual responsible for reviewing requests to ensure they are approved expenditures in the grant and there is enough funding to pay for such expenditures
- The individual responsible for ensuring purchased items are appropriate to paid out of the grant
- What is the method and remedy to make resource adjustments if the LEA has supplanted?

Supplement vs. Supplant

The following bullet points outline the procedures that the (school district) follows in making sure the expenditures of Federal Grant moneys are used to supplement the District's programs rather than supplant expenditures that have been paid by local District funds.

- * Employee submits a request to expend monies from a federal grant to the Grant Administrator.
- * Grant Administrator reviews the request and makes sure the money is being spent on approved expenditures as outlined in the approved Grant Application.
- * Paperwork is submitted to the grant administrator's secretary who then enters the requisition into the accounting software. The secretary verifies there is sufficient money in the account to pay for the expenditure and double checks to verify that the expenditure is in line with the approved grant application.
- * Assistant Superintendent for Business reviews the electronically submitted requisition, checks for budget capacity, and verifies that the expenditure is appropriate. He also verifies that the expenditures are for additional services or supplies that have not previously been paid for from local District funding sources. (The Assistant Superintendent for Business reviews *all expenditures* made by any employee from all schools district funds. He has access to all electronic information and can check for expenditures from any previous year.) The requisition is then turned into a P.O. and returned to the originating employee.
- * The employee makes the purchase, returns a receipt, and signs the receiving report verifying that the items or services have been received. The information is given to the Accounts Payable clerk.
- * Upon receipt of the invoice the Accounts Payable Clerk verifies the charges, processes the invoice for payment and sends the check to the vendor. The information is recorded on our financial system and adjustments are automatically made to the appropriate account code lines in the applicable Grant.
- * The Accounting Specialist submits a cash management report to ADE on a regular basis and reviews the expenditures and status of the grant with the Grant Administrator. Once again expenditures that have been charged against the grant are reviewed and checked for appropriateness.

C4-23: Supplement Not Supplant

Time and Effort Checklist

When is Time and Effort Required?

Required when any part of an individual's salary is:

- charged to a federal program
- used as a match for a federal program

What type of reporting is needed?

- Single cost objective* → semi-annual certification
- Multiple cost objective* → monthly time reports

* What is a “cost objective”?

- A particular set of work activities for which cost data is accumulated.
- For purposes of T&E reporting: Define cost objectives according to the set of work activities allowable under the terms and conditions of each funding source

Federal Programs Time and Effort Reporting

Why Does Time & Effort Continue to be an Audit Problem?

- Large % of Federal Education Funds Used for Staffing
- Staff Turnover
- Decentralized responsibilities
- Communication
- Complexity of applying requirements to variety of situations
- People don't like it

Where are the Requirements?

- Time and effort reporting is required under the Federal Office of Management and Budget's Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*
- Attachment B, *Selected Items of Cost, Item 11, Compensation for Personnel Services*

When is Time and Effort Required?

- Time and effort reporting is required when any part of an individual's salary is:
- Charged to a federal program
 - Used as match for a federal program

What type of reporting is needed?

- Single cost objective → Semi annual certification
- Multiple cost objectives → Monthly time reports or Personnel Activity Reports (PARs)

What is a “cost objective”?

- A particular set of work activities for which cost data is accumulated.
- For purposes of T&E reporting: Define cost objectives according to the set of work activities allowable under the terms and conditions of each funding source

What are some typical examples of single cost objectives?

- The set of work activities allowable under:
 - A single federal program (no set-asides / reserves)
 - Federal Special Education & State Special Education
 - A schoolwide program
 - A required set-aside / reserve in a federal program
 - A federal program & its state / local match

What are some typical examples of multiple cost objectives?

- The work activities of:
 - A federally-funded program & a state- & / or locally-funded program
 - A schoolwide program & a program not included in the schoolwide program

What is a semi annual certification?

- Signed document stating individual(s) worked solely on activities related to single cost objective
- Completed at least every six months
- Signed by employee or supervisor with first-hand knowledge of work performed

What is a monthly time report? (PAR)

- Accounts for total time / activity
- Prepared & signed at least monthly
- Signed by employee
- Reflects actual work performed (not budgeted)
- Consistent with supporting documentation

(over)

Download this document from inside
ALEAT for further guidance.

C4-24: Title I-A Expenditures

Compliance Indicator

- The LEA's fiscal application and use of Title I funds align with the LEA Continuous Improvement Plan.
- **If the LEA is in improvement, funds are expended in the following manner:**
 - *10% for professional development*
 - *up to 20% to provide school choice and Supplemental Education Services as Appropriate*
- Indicate if the LEA provides equitable Title I-A services to private schools (*Charters are exempt from this.*).

Documentation

- *Summary of 10% Set Aside for Professional Development (for schools in LEA improvement)*
- *Summary of Parental Involvement Set Aside Expenditures*

C4-24: Title I-A Expenditures

Compliance Indicator

- \$500,000 or more in Title IA and ARRA funds combined:
Reserve at least 1% of Title I and ARRA allocations for parental involvement activities?
- Provide evidence that 95% of the 1% reserved was distributed to participating schools.

Complete this chart if your LEA received Title I and ARRA allocations or \$500,000 or more for the '09-'10 school year.

Summary of Parent Involvement Set Asides for SY2009 – 2010 for LEAs receiving \$500,000 or more of combined Title 1-A and ARRA funding

CTDS _____

LEA _____

Date _____

Directions: Please complete this chart if your LEA received Title I and ARRA allocations totaling \$500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.

Example:

'09-'10 Title I Allocation Example	ARRA Allocation Example	1% Set Aside (Use Combination of Title I and ARRA allocations)Example	Amount Distributed to Title I schools Example	Parent Involvement Budget Example	Actual Expenditures Example
\$300,000.00	\$200,000.00	\$5,000.00 (1%)	\$4,750.00 (95% of 1%)	\$15,000.00	\$10,000.00
'09-'10 Title I Allocation	ARRA Allocation	1% Set Aside (Use Combination of Title I and ARRA allocations)	Amount Distributed to Title I schools	Parent Involvement Budget	Actual Expenditures

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

C4-24: Title I-A Expenditures

Complete this chart if your LEA received Title I and ARRA allocations or \$500,000 or more for the '09-'10 school year.

Enter the following information:
CTDS #
LEA Name
Date

Enter the following information from your Title I consolidated application Excel Spreadsheet:

- '09-'10 Allocation Total
- '09-'10 ARRA Allocation Total
- 1% Set Aside for Parent Involvement (Title I + ARRA)
- Amount Distributed to Title I schools (95% of 1%)
- Parent Involvement Budget
- Actual Expenditures

Summary of Parent Involvement Set Asides for SY2009 – 2010 for LEAs receiving \$500,000 or more of combined Title I-A and ARRA funding

CTDS

LEA

Date

Directions: Please complete this chart if your LEA received Title I and ARRA allocations totaling \$500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.
Example:

'09-'10 Title I Allocation Example	ARRA Allocation Example	1% Set Aside (Use Combination of Title I and ARRA allocations)Example	Amount Distributed to Title I schools Example	Parent Involvement Budget Example	Actual Expenditures Example
\$300,000.00	\$200,000.00	\$5,000.00 (1%)	\$4,750.00 (95% of 1%)	\$15,000.00	\$10,000.00
'09-'10 Title I Allocation	ARRA Allocation	1% Set Aside (Use Combination of Title I and ARRA allocations)	Amount Distributed to Title I schools	Parent Involvement Budget	Actual Expenditures

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

C4-24: LEA Parent Involvement Policy

Review this document under C4-24.

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

Focused Questions

- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

Suggested Criteria for Evaluation

- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities

Evaluation of Effectiveness of LEA Parental Involvement Policy

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

C4-25: HQ Paraprofessional Procedures

Compliance Indicator

- ✓ All Title I instructional paraprofessionals in Title I Schools are highly qualified at time of hire; and
- ✓ All Title I instructional paraprofessionals are working under the direct supervision of highly qualified teachers.

Title I Paraprofessionals with Supervising Teachers

[illegible]

C4-25: HQ Paraprofessional Procedures

Title I Paraprofessionals with Supervising Teachers

Enter the following information:

- CTDS #
- LEA Name

Enter the following information:

- Name of Title I Paraprofessional(s)
Paid with Title I Funds
- Met HQ Requirements
- Supervising Teacher
- School Site/Subject
- Schedule of Sessions

[illegible]

C4-26: HQ Teacher Procedures

Compliance Indicators

- ✓ Are all core academic teachers highly qualified at time of hire or transfer?
- ✓ For teachers who are not highly qualified in the core content area in a Title I school, has the principal sent notification letters to the parents of the students taught by the non-highly qualified teachers?
- ✓ For a substitute teacher in a vacant teaching position, has the LEA continued to seek a highly qualified teacher for the position?
- ✓ Has the LEA made provisions for replacing the substitute teacher in a vacant position with a highly qualified teacher within the 120 days?
 - Documentation
 - 4 Week Letter
 - Hiring Procedures for Teachers and Paraprofessionals
 - Parents Right to Know
 - Principal's Verification
 - Teacher Vacancy List
 - Title I Teacher List

C4-26: HQ Teacher Procedures

Compliance Indicators

Procedures must describe how the LEA ensures the following:

- ✓ Core academic teachers are highly qualified at time of hire or transfer.
- ✓ Core academic teachers are working towards becoming effective teachers as well as highly qualified teachers.
- ✓ Teacher and paraprofessional attestations, and Principal Verification are completed during the first four weeks of school, maintained at the school site or main office of the LEA and are available to the general public upon request.
- ✓ All parents of students in Title I Schools are notified of “Parent’s Right to Know” regarding the qualifications of teachers and paraprofessionals in their child’s classroom.
- ✓ Parents of all students in classrooms of core academic teachers who are not highly qualified receive notification after four (4) weeks that their child’s teacher is not highly qualified.
- ✓ Poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (Equity)?

C4-26: HQ Teacher Procedures

Sample Template of the 4 Week Letter

The principal of an LEA must send notification to the parents of the students taught by teachers who are not highly qualified in the core content area of a Title I School.

Every LEA must submit a copy of the 4 Week Letter on school letterhead into ALEAT regardless whether they needed to send a latter to parents this current academic year.

Enter the following information:

- Date (within the first 4 weeks of the first day of school)
- School Name
- Address
- City, State, Zip Code
- Name of non-HQ teacher
- Principal's Name or Head of Human Resources Department

(Date)

(School Name)
(Address)
(City, State, Zip)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

We value (Teacher's Name) as a faculty member at (School Name). Although (Teacher's Name) is certified to teach in the State of Arizona, he/she does not meet the criteria for being highly qualified according to the NCLB guidelines. (Teacher's Name) has been a successful teacher at (Name of School) and we are happy to have her/him be a part of our staff. Although (Name of Teacher) does not currently meet the highly qualified criteria, (he/she) will be completing the necessary highly qualified requirements as soon as possible. Thank you.

Sincerely,

Human Resources Department
(Name of School)

Upload this item on school letterhead under C4-26.

C4-26: HQ Teacher Procedures

Criteria of the Parents Right to Know Policy.

LEAs must notify parents of students attending Title I schools that parents may request to review the professional qualifications of their student's teacher.

The information provided must include the following:

- if the teacher meets state qualifications/licensure requirements
- if the teacher is teaching under an emergency teaching certificate
- if the teacher has a baccalaureate degree
- if the child receives services from a paraprofessional
- the qualifications of the paraprofessional

Notification may be either via letter and/or included in the parent/student handbook.

SAMPLE

Parents Right to Know Title I School-wide and Title I Targeted Assistance Programs

LEAs must notify parents of students attending Title I School-wide and Title I Targeted Assistance Programs that parents may request information on the professional qualifications of the student's teacher. The information must state if

- the teacher meets State Qualifications/licensure requirements,
- the teacher is teaching under an Emergency Teaching Certificate,
- the teacher has a baccalaureate degree,
- the child receives services from a paraprofessional and
- the qualifications of the paraprofessional.

Upload the LEA's notification of the Parents Right to Know Policy on school letterhead under this item in ALEAT.

C4-26: HQ Teacher Procedures

Copy of the Principal's Verification inside ALEAT.

To be completed by the **principal** within the **first 4 weeks of school**.

- District
- School
- Principal Name (Printed)
- Start Date of School
- 4 Week Deadline for Completion

The principal must sign and date the document.

2010-2011 Principal's Verification of Highly Qualified Compliance <small>Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation</small>	
To be completed by the <u>principal</u> within the first <u>4</u> weeks of school:	
District:	
School:	
Principal Name (Printed):	
Start Date of School:	
4 Week Deadline for Completion:	
I have reviewed the Highly Qualified Attestations, and relevant supporting documentation for all *core academic teachers and the qualifications of all instructional paraprofessionals on my staff and verify that all documents are accurate and complete.	
Signature of Principal	Date
*Highly Qualified Core Academic Subject Areas Economics Elementary Education English Foreign Language Geography History Mathematics Middle Grades General Science Middle Grades Language Arts/Reading Middle Grades Mathematics Middle Grades Social Studies Music Political Science/Government Science (including Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics) Visual Art	
Retain one copy of this form in the school office along with signed, individual teacher attestations and appropriate documentation. Submit a copy of this form to the district/superintendent's office.	

6/1/10

Upload the signed copy under this item in ALEAT.

C4-26: HQ Teacher Procedures

Copy of the Teacher Vacancy List inside ALEAT.

The LEA must complete this form if there is a vacant core instruction position is filled by a substitute teacher.

Include the following:

- CTDS #
- LEA Name
- Person submitting
- Date
- School
- Substitute Name
- Position
- Start Date
- Date of 120th Day
- Grade
- Certificate
- HQ Status

2010 ~2011 SUBSTITUTE IN VACANT POSITION INFORMATION

CTDS# _____	LEA _____
Person submitting _____	Date: _____

SCHOOL	SUBSTITUTE NAME	POSITION	START DATE	180TH DAY	GRADE	CERTIFICATE	HS STATUS

Department of Education, HQT
Complete and Upload into the ALEAT Filing Cabinet
August 6, 2010

Upload the completed copy under this item under C4-26.

C4-26: HQ Teacher Procedures

List the following:

- CTDS #
- LEA Name
- Person Submitting
- Date
- Name of Title I Teacher Paid with Title I Funds
- School Site/Subject
- Schedule of Sessions

This is the Title I Teacher List. It is an Excel file that can be downloaded under C4-26.

[illegible]

Title I-A School Parent Involvement

C4-28: Annual Title I Meeting

- *Title I Meeting Notice/agenda*

C4-29: School-Parent Compact

- *Title I School-Parent Compact*

C4-30: T-I School Parent Involvement

- *Title I School Parent Involvement Policy/Plan*

Title I School Parent Involvement Policy/Plan

Title I School-Parent Compact Checklist

The LEA ensures the following:

- All Title I Parent Involvement Policies
 - ✓ Developed with involvement of parents
 - ✓ Distributed to parents
 - ✓ Agreed upon by parents.
- Each Title I school held an annual meeting to explain the Title I program.
 - ✓ Notice of meeting agenda.
- Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities.

C4-28: Title I School Annual Meeting

Title I Annual Meeting Requirements

Compliance Indicator

- The Title I school must conduct an annual meeting with parents of children participating in Title I programs.
- Agenda must include the following:
 - ✓ information about Title I
 - ✓ requirements of Title I
 - ✓ rights of parents to be involved
 - ✓ curriculum
 - ✓ eligibility
 - ✓ academic assessments to measure student progress

ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I (whether they are schoolwide or targeted)
- Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
- Explain what participation in Title I programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for
 - parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

C4-29: Title I School-Parent Compact

Template of the School-Parent Compact

Compliance Indicator

- Includes the following:
 - ✓ a description of how the school developed the compact with parents
 - ✓ entire school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards.
 - ✓ parent responsibility for supporting their child's learning
 - ✓ student responsibility (optional);
 - ✓ process of on-going communication with teachers and parents to discuss compact relating to student achievement.

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance

C4-29: Title I School-Parent Compact

The compact is a written agreement between the teacher and parents, design to be a shared tool for both parents and teachers to communicate and work together for the improvement of student's academic achievement.

This is a required component of the parent involvement policy/plan.

Items that must be included in the compact:

- ✓ How the school will provide high quality instruction
- ✓ The importance of communication between teachers and parents

Parent-school compacts are most effective when teachers are able to explain to parents (in a language they can understand) the academic expectations of their child, strategies used to achieve academic goals, specific learning asses or needs of the child, and how home and school can work together to assure overall success.

Template of the School-Parent Compact

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance

C4-30: Title I School Parent Involvement Policy

Compliance Indicator

- Includes the following:
 - ✓ Convene an annual public meeting.
 - ✓ Offer a flexible number of meetings,
 - ✓ Involve parents in an organized, ongoing and timely way
 - ✓ Provide parents with timely information on topics such as curriculum, assessments etc., and opportunities for regular meetings (if requested).
 - ✓ Provide for the submittal of parent comments on school plans.
 - ✓ Show how parents were involved in the development and agreement of the plan.
 - ✓ Distribute in an understandable, uniform format and in a language the parent can understand.

Review this document under C4-30.

School Parent Involvement Policy/Plan

A school's written policy should describe specifically enough for parents and school system personnel to readily understand *how* each participating Part A school will do the following:

- *Convene an annual meeting* to inform parents of their school's participation in Part A, to explain Part A's requirements, and their right to be involved. In preparation for this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice.
- *Offer a flexible number of meetings*, such as in the morning or evening, and provide, if necessary, with Part A funds transportation, child care, or home visits as these services relate to parental involvement.
- *Involve parents, in an organized, ongoing, and timely way*, in the planning, review, and improvement of Part A programs, including the school parental involvement policy and the joint development of the schoolwide program plan, if any. If a school has in place a process for involving parents in the joint planning and design of its general education programs, the school may use that process as long as there is adequate representation of parents of participating children, and it conforms to, and is effective in implementing, the parental involvement requirements of Part A.
- *Provide parents of participating children--*
 - (a) *timely information* about Part A programs;
 - (b) *school performance profiles* required under section 1116(a)(3), where the LEA must assess annually the progress of each participating school;
 - (c) *their child's individual student assessment results*, including an interpretation of such results;
 - (d) *a description and explanation of the curriculum* in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
 - (e) *opportunities for regular meetings* to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing this; and
 - (f) *timely responses to the suggestions* made by parents that have been offered in meetings such as those described in (e) above; and
- *If the schoolwide program plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA.*

C4-31: Schoolwide Plan Development

Compliance Indicators

- Does every schoolwide school have a plan that includes all of the following required components:
 - ✓ a comprehensive needs assessment for the entire school
 - ✓ effective methods and strategies that are based on sbr that strengthen the core academic program in the school;
 - ✓ high quality and on-going professional development for teachers, principals, and paraprofessionals;
 - ✓ instruction provided by HQt eachers and paraprofessionals;
 - ✓ strategies to address the needs of all children but particularly the needs of low-achieving children and those at risk of not meeting the state standards;
 - ✓ strategies to address how needs will be met
 - ✓ strategies to attract HQ staff
 - ✓ strategies to increase parental involvement

(continued on the next slide)

C4-31: Schoolwide Plan Development

Compliance Indicators

- Does every schoolwide school have a plan that includes all of the following required components:
 - ✓ plans for assisting preschool children in the transition from early childhood programs to LEA run programs
 - ✓ measures to include teachers in the decisions regarding the use of academic assessment in order to improve the academic achievement of students
 - ✓ activities, provided in an effective and timely manner, to students who are experiencing difficulty mastering the state standards
 - ✓ coordination and integration of federal, state, and local services and programs

Documentation

- *Schoolwide Plan*
- *Schoolwide Principal Input Form*
- *Summary of Schoolwide Planning Meetings*

C4-31: Schoolwide Plan Development

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Schoolwide Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is the Schoolwide Program – Title I Principal Input. It is a 9 page Microsoft Word document inside ALEAT.



Schoolwide Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I schoolwide program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency	ITP	Individual Teacher Plan

Upload this form under this under C4-31.

C4-32: Targeted Assistance Programs

Compliance Indicator

- In all schools identified as TA schools, an LEA must use Title I-A funds for supplemental programs that provide services to eligible Title I students identified as having the greatest need for special assistance to meet the Arizona Academic Standards.
- The LEA ensures that all eligible populations are considered for Title I services including students participating in Head Start, Even Start, Early Reading 1st or Title I preschool programs, economically disadvantaged children, children with disabilities, English Language Learners (ELL), homeless, N&D and migrant students, students who are not at grade level, and children who are not older than 21.

Documentation

- *Targeted Assistance Principal Input Form*
- *Targeted Assistance Program Evaluation*
- *Targeted Assistance Selection Criteria (3-12)*
- *Targeted Assistance Selection Criteria (PK-2)*
- *Targeted Assistance Teacher Input Form*

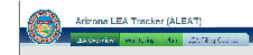
C4-32: Targeted Assistance Programs

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Targeted Assistance Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is a the Targeted Assistance Program – Title I Principal Input. It is an 8 page Microsoft Word document inside ALEAT.



Targeted Assistance Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency	ITP	Individual Teacher Plan

Upload this form under C4-32.

C4-32: Targeted Assistance Programs

Compliance Indicator

- The LEA serves eligible children from preschool through Grade 2 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- Procedures describe the following:
 - ✓ How are students identified on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures?
 - ✓ What measure are used?
 - ✓ How are students rank ordered to determine which students are in need of academic intervention?

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">○ Standardized achievement tests○ Diagnostic tests○ Previous report card grades○ Informal reading interventions○ Performance reports○ Previous intervention/inclusion• Teacher judgment• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-32: Targeted Assistance Programs

Compliance Indicator

- The LEA serves eligible children from grades 3 through 12 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- Procedures describe the following:
 - ✓ How are students identified in Grades 3-12 on the bases of multiple, educationally related objective criteria?
 - ✓ What measure are used?
 - ✓ How are students rank ordered to determine which students are in need of academic intervention?

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">○ Standardized achievement tests○ Diagnostic tests○ Previous report card grades○ Informal reading interventions○ Performance reports○ Previous intervention/inclusion• Teacher judgment• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-32: Targeted Assistance Programs

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

C2-24: Targeted Assistance Rank Order Criteria for Grades PK-2

- Appropriate developmental measures
- Diagnostic tests (e.g. DIBELS)
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program.

A determination of achievement needs should be established for the student to exit the TA program.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">◦ Standardized achievement tests◦ Diagnostic tests◦ Previous report card grades◦ Informal reading interventions◦ Performance reports◦ Previous intervention/inclusion• Teacher judgment• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-32: Targeted Assistance Programs

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

C2-25: Targeted Assistance Rank Order Criteria for Grades 3-12

- Multiple Academic Measures
 - Standardized Achievement Tests
 - Diagnostic Tests
 - Previous Report Card Grades
 - Informal Reading Interventions
 - Performance Reports
 - Previous Intervention/Inclusion
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program

In writing the criteria, determine the cut-off score that determines eligibility and demonstrates achievement.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	<ul style="list-style-type: none">• Appropriate developmental measures• Diagnostic tests• Teacher judgment• Parental input
3-12	<ul style="list-style-type: none">• Multiple academic measures<ul style="list-style-type: none">◦ Standardized achievement tests◦ Diagnostic tests◦ Previous report card grades◦ Informal reading interventions◦ Performance reports◦ Previous intervention/inclusion• Teacher judgment• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-32: Targeted Assistance Programs

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

How to Determine Eligibility

Primary Criteria

- Serves as the “driver” in determining who qualifies for Title I Targeted Assistance Services. It is the primary tool for ranking and provides the data on which the LEA bases its decision.

Secondary Criteria

- The other academic measures used to determine and support whether a student qualifies for TA interventions.

Talking Points

- Qualitative data such as teacher input, parent requests, or whether the student is on track for grade progression or graduation.

ESEA for LEAs

CREATING THE CRITERIA

How to Determine Eligibility

When determining eligibility, break down the criteria into three categories:

Primary Criteria

This serves as the “driver” in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (ffb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

Secondary Criteria / Talking Points

These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.

An LEA may target a specific component of an assessment rather than the aggregate score as an academic measure.

For example, use the Reading Comprehension score on the AIMS rather than the whole score.

C4-32: Targeted Assistance Programs

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

Targeted Assistance Program PK-2

List the rank order criteria for Grades PK-2 starting with the primary criteria and followed by the secondary criteria and talking points.

Targeted Assistance Program 3-12

List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and talking points.

You may use this template for defining your criteria for rank ordering eligible students.

For **Grades PK-2**, upload this form under item **C2-24**.
For **Grades 3-12**, upload this form under item **C2-25**.

ESEA for LEAs

School Criteria

Determine how will you decide who receives Title I services for the grade levels you serve?
Remember, the criteria for K-2 differs for grades 3-12.

"Students in Grades K-2 eligible for Title I Services are those who..."

- 1.
- 2.
- 3.
- 4.
- 5.

"Students in Grades 3-12 eligible for Title I Services are those who..."

- 1.
- 2.
- 3.
- 4.
- 5.

Student Selection Criteria for Targeted Assistance Program - August 2010

Page 1

C4-32: Targeted Assistance Programs

A Title I teacher conducting or supervising a paraprofessional in a Title I program of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Targeted Assistance Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is a the Targeted Assistance Program – Title I Teacher Input. It is an 8 page Microsoft Word document inside ALEAT.



Targeted Assistance Program - Title I Teacher Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form. If you are a Title I teacher conducting or supervising a paraprofessional in a Title I program please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your classroom during the on-site visit. Thank you for completing the ADE's Title I Teacher Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency		

Upload this form under C4-32.

C4-33: Title II-A Expenditures

Compliance Indicator

- The LEA ensures that Title II-A funds are used for the professional development needs of teachers (including teacher mentoring) and principals in order to close the achievement gap.
- The LEA use Title II-A funds for the following:
 - ✓ Recruit and retain Highly Qualified teachers and principals.
 - ✓ Build capacity for Highly Qualified teachers.
 - ✓ Provide professional development for continuous school improvement.
 - ✓ Provide equitable Title II-A services to private schools, if applicable.

[No documentation required]